**Supporting New Teachers Practice Program Draft Outline for Workshop**

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| Day 1 |  |
| Session 1  9:00 – 11:00am  ***Learning Focus:*** Who are our learners, their contexts and their strengths?  How can different forms of evidence help us to learn about this?  ***Understanding Goal:*** Evidence can take the form of photos and observations as well as system data.  Before leading the learning of our colleagues we need to learn about them, their strengths and their learning needs. | **Introduction and Overview (15 mins) DEECD and EdP**   * **Active vs Passive Learning:** If we value students as active learners, what does it mean for our work together?   ***Photo Chats******with Mentors***- **How learners learn around here? (30 mins) (**Coaches observe and take notes on relevant aspects of the conversation using the EdP scaffold. The Mentor goal is to: a) prompt conversation about students and how they are learning; b) prompt reflection on teacher intentions, the actual practice and how these contributed to the learning.   * Cold Read with Mentor and other beginning teachers – Teacher photos only. Then provide the ‘In-the-Know’ read by owner of the photos. Annotate together – words or phrases that describe ‘how learners are learning in this context. * Comparison to student photos – What was different about what teachers and students chose as representations of how learners learn around here? What did you learn from their choices? * Coach role – observer and documenting evidence of quality professional conversations.   Debrief in Table Groups with Coaches: (15 mins)   * Ask: What did this mini-inquiry and reflection reveal to New Teachers about the experience of learning in their classroom? * Feedback: What did observing the conversations reveal about the strengths of the conversations with mentors?   ***The Online ‘Who are our Learners’ Survey – How we will use these today (EdP team)***  ***Learning Conversations in Table Groups with Coaches:*** (30 mins)   * Invite: New Teachers at your table group to pair up (mentors and coaches join a pair as listeners and questioners). * New Teachers Share: The most positive experience with students to date from ‘Who are our Learners’ survey and why they think this occurred. (Mentors and coaches note the language used by New Teachers – refer to later in later in mapping exercise). * Coach leads Table analysis on Wall Chart: if this was the positive student learning, how did the teacher enable this learning? Create a wall chart of the strengths in the group – Coaches and Mentors help to name and categorise learning and teaching in evidence (use language of Melb Dec Goals, VELS and e5 capabilities).   An overview of the Learning Story 1: Making Meaning (30 mins)  Reflecting on the practice of a colleague as they inquire and build their knowledge to improve student learning and achievement.   * Use the same Wall Chart Headings as previous session – Fill in column 1 and 3. * Coaches and mentors informally use the language of e5 capabilities – immersion pedagogy.   **Debrief**: Insights and Reflections: Session 1 |
| 11:00 – 11:30 | **Morning Tea** |
| 11:30 – 1:00  Session 2  ***Learning Focus:*** How do we make the most of our coaching and mentoring relationships?  How do we clarify a worthy challenge of practice?  ***Understanding Goal:*** We need to be active in our own learning, there are different roles we can play, and different kinds of support we can offer.  A worthy challenge of practice involves an inquiry grounded in the learning needs of learners? | ***Coaching and Mentoring – Warm-Up (20 mins)***   * In Triads, everyone responds to the Question: Who would you prefer to be coached/mentored by? (3 options on slide)   ***Three significant roles for Learning Leaders (EdP) (30 mins)***   * Introduction to the 3Cs   + Introduce: The 3 C’s framework – negotiating what you need for different stages and purposes. Model each.   + Agency, self-determination and capacity building – what do these words mean and why are they important in the context of coaching and mentoring decisions?   Group discussions – mentors, coaches, new teachers – practical implications for learning together***.*** How can new teachers indicate what they need from coaches and mentors?  ***Preparing for Professional Inquiry and Knowledge Building (EdP) (*15 mins)**   * Adapted Timperley Inquiry and Knowledge-building cycle   **Identifying challenges of practice – from evidence of student reactions (15 mins)**   * **Coaches Check-In** with their Table Group: * **Individual Reflections – Refer to** Sorting our question 2 responses in the ‘Who are our Learners’ survey. * **Identify**: smaller groups with similar concerns and share your responses and thinking related to Q 2. * **Organise**: Form interest based groups for a deeper analysis after lunch (Focused Challenge Analysis).   **Debrief**: Reflections and Connections – connecting back into the Timperley cycle – student learning needs stage. **(10 mins)** |
| 1:00 – 1:40 | ***Lunch*** |
| 1:40 – 4:00  Session 3  ***Learning Focus:*** How can the e5 instructional model and the Timperley Cycle help us to reflect on and improve our practice?  ***Understanding Goal:*** A conceptual model can help us to reflect and see where we are and where we might go next. | **Check-In with SNTP Map –** Where have we been and where are we going to next? **(10 mins)**  **Identifying and Analysing Challenges of Practice - Triads**  **Learning Story 2: Radio Story** – one teacher working through a challenge of practice. (40 mins)   * **IF**: This was the teaching and learning, **THEN** what was the challenge of practice? * **Applying e5 as a lens** to reflect on Peter’s practice. Which capabilities were most strongly in evidence? (Table groups facilitated by coaches) * **So** If Peter was to strengthen his practice the next time he taught this unit, attention to which capabilities would enable this?   ***Focused Challenge Analysis (40 mins)***   * Form the Q2 Shared Concern groups which were identified before lunch. Mentors and coaches become one additional member of groups (aim for one mentor or coach per group). * Choose one person willing to be presenter and work through process * Debrief in small group – connections and reflections in light of other concerns. * Whole Group Debrief (EdP)   **Identifying Challenges of Practice (Table Groups) (30 mins)**   * **New Teachers** refer to their identified challenge of practice. * **Mentors and Coaches**: assist New Teachers to identify which e5 capabilities relate to these Challenges of Practice - mapping and unpacking exercise * **Discuss** with Mentors: Logistics and practicalities for working on the challenge to practice together. Allocation of time to learn, discuss and reflect.   New Teacher and Mentor Debrief (10 mins)   * Coaches: Prompt reflections and connections to evaluate learning from today * **Input**: from New Teachers on what they want time to learn and do tomorrow. * **Overnight**: Refer to Challenge of Practice Scaffold. Have a go at the first page in preparation for tomorrow.   4:00 New teachers and Mentors depart  4:00 – 4:30 ***Feedback and Review: Coaches with EdP team*** – what have you learned about your learners and their learning needs that has implications for the learning design of tomorrow? Bring evidence from prior sessions. How well did the learning design for today work for all learners? |

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| Day 2 |  |
| Session 1  **Learning Focus:** Who are the learners in our Learning Community?  **Understanding Goal:** When we learn in community, we create opportunities for everyone to learn. | **Check-In with the Group: Reflections and Connections**  **Overview of Today**  **Unpacking the Timperley Cycle –** Refer to the evidence New Teachers have brought that relates to a student they are finding challenging to progress.   1. ***Establishing the Student Entry Level in light of the Learning Goal or desired standard of performance***  * Working with a Partner * Use VELS progression points for **one** dimension of learning to identify the entry level and where to go next with this student in light of this evidence. * If this student is to be successful, what will be the indicators you could monitor to show this? * Would the set of evidence you have brought along today enable you to monitor this student’s progress? * What else would help you to know if your new teaching actions have been successful for this learner?   How can the identification of success indicators and related evidence support us to:   * Identify student learning needs * Identify teacher learning needs * Monitor the impact of new teacher learning and practice on student learning  1. ***Identifying the relevant teaching capabilities and practices***  * As a teacher, what will I need to know, understand and be able to do in order to progress this learner? * What are the relevant e5 capabilities that I could draw upon to progress this learner * How will I learn this – developing a plan for who and what can assist me?   **Debrief the Session** – Reflections, Connections and Questions. |
| 11:00 – 11:30 | **Morning Tea** |
| 11:30 – 1:00  **Session 2 Learning Focus**  What is our professional inquiry in relation to our Challenge of Practice?  **Understanding Goal:** Professional Inquiry is a stimulus for individual and collective learning. | **Framing a Quality Question for Professional Inquiry**  **Learning Story 3 – The Legless Lizard (45 mins)**   * Inquiry Question: How can we employ an inquiry pedagogy to progress my learners in their literacy development, their creativity and confidence, and in their understanding of themselves as active and informed citizens? * How do we know if this is a valued or worthy student learning goal? * Authorising documents (e.g. Melb Dec, e5 PoLT).   **View** The Legless Lizard   * Which dimensions of the Timperly cycle could you see in evidence – what does this look like in practice? * What e5 capabilities were in evidence? * What evidence can you see of Sandra achieving her goals for her learners though these new learning experiences? * What do you notice about the connection between student learning and teacher practice in the framing of Sandra’s Inquiry question?   **Revisit your Challenge of Practice Scaffold (45 mins)**   * In light of this story, how would you frame a question to inquire into your challenge of practice? * Exploring and Deepening the Question – small group coaching exercise (Decide how far to go in the Coach Briefing)   **Individual Reflection** – Implications for my Learning and Actions. First Steps Documented…… |
| **1:00 – 1:40** | **LUNCH** |
| **1: 40 – 3: 30**  **Session 3**  **Learning Focus:**  How can we make better use of multiple forms of evidence to understand our learners and their learning needs?  **Understanding Goal:** Evidence helps us to know where to begin with our learners and enables us to monitor the success of our practice. | **Documenting New Teachers’ Action Plans for their Professional Inquiry.** (30 mins)   * See KWLA for Professional Inquiry in your folder * Respond to prompts on the Evidence Inquiry Cycle   **How can we learn together in an online community (45mins)**  **Working together as a Learning Community in an Online Space – Social Practices (EdP)**  If our goal for this workshop was to begin forming as a learning community, what evidence of these social practices did you see?   * Use Social Practices Reflection Sheet   **What would make us want to go online and learn together?**  Time with coaches to work out specific learning needs and how they might be addressed/ progressed.  **Making connections** – Making sense of our personal learning over the past two days: Visual Learning Journey as Performance of Understanding (define scaffold with coaches). (15 mins)  **Evaluation and Reflection** [Co-design with Coaches]: Individuals Complete (15 mins) |
| 3: 30 | **Finish Time for Beginning Teachers** |
| 3:30-4:00 | **Debrief with Coaches** |